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| **DESIRED RESULTS (STAGE 1)** | | | |
| **\*Prioritized Learning Outcomes** *(connect to NYS Learning Standards):* | | | |
| \*Standards Addressed:  ELA.RI.9-10.4  ELA.RI.9-10.1  ELA.RI.9-10.2  ELA.RI.9-10.5  ELA.RI.9-10.6  ELA.RI.9-10.8  ELA.RI.9-10.9a  ELA.RL.9-10.6 | \*Outcomes:  Determine meaning of words in context  Analyze effect of word choice on meaning, as determined by audience  Cite textual evidence to support analysis of a nonfiction text  Identify central idea (theme) and determine how it is developed  Summarize nonfiction texts objectively  Determine author’s point of view and purpose  Analyze various sources on the same topic to identify details emphasized  Identify and evaluate argument based on valid reasoning and evidence  Analyze texts on different cultures and viewpoints (Chinese Cultural Revolution) | | |
| **\*Understandings and/or Essential Questions** *(may develop only Understandings):* | | | |
| \*Understandings *(the enduring or big ideas of the unit – essential concepts)*   * Does learning about a life very different from our own help us to understand our own lives? * Is revolution an effect means of change? * What obligations to people have to their families? * What obligations do people have to their governments? * To what extent is it important to become aware of the struggles of others and to develop compassion toward the suffering of fellow human beings? * Is it right for the government to control the media? | | Essential Questions *(questions without right answers that provoke and sustain student inquiry – provide meaning and context for understandings)*  How does control of information equate to power?  How do politicians and advertisers manipulate media to produce a desired result?  How are elements of fiction used to create literary non-fiction?  How is what happened to schools in the Cultural Revolution similar to what is happening to schools now?  What reflections do you have on your own life after reading about Ji-li’s life and reflection? | |
| **Knowledge and Skills** *(optional detail in addition to prioritized outcomes)* | | | |
| *Students will know . . .*   * Who, what, where, why, when, and how of Cultural Revolution and how they affected the author of the memoir [RL 3, Literacy in History/Social Studies] * Strategies to identify vocabulary in context [RI 4] * Propaganda techniques used to manipulate their thinking [RI 4, 6] * Format of a friendly letter [W 4, 5, 11] * How elements of fiction enhance non-fiction narratives [RI 4] | | *Students will be able to . . .*   * Cite textual evidence to support analysis of what a text says explicitly and implicitly [RI 1] * Define vocabulary in context [RI 4] * Make connections between their own lives and literature [RL 11] * Identify the techniques used in media to manipulate people’s thinking [RI 5, 8] * Identify themes in literary nonfiction [RI 2] | |
| \* **Academic Vocabulary**  Describe | | | |
| **ASSESSMENT/EVIDENCE OF STUDENT LEARNING (STAGE 2)**  Outline your approach for assessing learning. How will you know that students have achieved the desired goals? | | | |
| **\*Performance Task(s):** *(How will students demonstrate their understanding? What criteria will you use to evaluate their performance?)*  Summary of non-fiction article   * Criteria for success: contains who, what, where, why, when, and how as they appear in the article. Sentences are complete and constructed with proper punctuation, grammar, and awareness of audience and task.   Participation in Socratic seminar   * Criteria for success: Student participates by questioning or building on responses of other students and by following the criteria on the conversations handout   Writing tasks   * Criteria for success: Students indicate an understanding of the writing task they have selected and demonstrates appropriate structure, organization, language use, and conventions.   Independent vocabulary   * Criteria for success: Context recorded, evidence of using context to determine meaning, record of dictionary definition and part of speech, original sentence with word use appropriately   Reading comprehension: Literary non-fiction   * Criteria for success: completion of study guide and ability to apply information on the guide to other situations, including quizzes and conversations | | | **\*Other Evidence:** *(How else might students demonstrate achievement of desired results – quizzes, tests, observations, homework, self-assessment, peer feedback, reflections, journals, questioning, conferences, etc.)*  In addition to the required tasks, students will complete tasks from the Layered Curriculum Unit (see attached) |
| **\*LEARNING PLAN – STAGE 3**  What key learning events will help students reach the goals and be successful on the assessments?  *Pre-Assessment – Learning Events – Progress Monitoring* | | | |
| Whole Class Learning Events:  Generating background knowledge jigsaw activity  Reading the memoir *Red Scarf Girl*  Completing study questions  Propaganda techniques  Building on prior knowledge:  Defining words in context  Research skills  Writing skills  Examining and expanding constructs related to the Cultural Revolution from Global I | | | |

Layered Curriculum Unit: *Red Scarf Girl* Name:

Due Date: May 4, 2012

C Layer: Tasks 1 and 2 are required (45 points). Select others for a total of 65 points (maximum).

1. Complete each section of the study guide (5 points each, total 40 points)\*
2. Summarize one article from the packet (5 points)\*
3. Make vocabulary flash cards and learn 10 vocabulary words. I will quiz you on five at random (2 points each, total 10 points)
4. Complete the vocabulary word search, using words on the study guide (10 points)
5. Identify examples of old customs, old ideas, old habits, or old culture from the text. Explain what it is an what happened to it to me (5 points each, up to 20 points)
6. Explain the difference between Ji-li’s reaction to the Cultural Revolution and her parents’ reaction (5 points)
7. Complete the “Head, Heart, Gut” handout with a partner (10 points)
8. Complete the conflict organizer (10 points)
9. Identify and explain a propaganda technique that you encounter in real life (5)
10. Annotate two literary techniques used in RSG (5) For an additional five points, explain how they are used (5)
11. Watch the video “Cultural Revolution (Part 1)” on YouTube and answer the questions on the handout (10)

\*Required tasks

B Layer: Choose TWO for a total of 20 points (Application of Understanding)

1. Select a task from the RAFT handout and type a well-written paragraph response (10 points)
2. Write a protest song, with lyrics and a tune (10 points)
3. Briefly research other world events that occurred during the Cultural Revolution and type a well-written one paragraph report of one event of interest comparing it to the Cultural Revolution. Don’t forget citations! (10 points)
4. Create an original propaganda poster in support of a cause you believe in using at least one of the propaganda techniques (10 points)
5. Use internet sources to find themes from Red Scarf Girl. Support or refute a theme identified by someone else in a typed paragraph (10 points)
6. Make connections between the conflicts in your life and those Ji-li faces. Create a graphic organizer to compare/contrast them (10 points)
7. Interview a teacher or a family member who was alive in the period that the Cultural Revolution took place. What does the person remember about those years? (10 points)
8. Write a journal entry about the significance of memory (10 points)
9. Write a friendly letter, using the correct format, and mail it to Ji-li Jiang after I read it (10 points)

A Layer: Choose ONE for 15 points (all choices must be typed)

1. Write a response to this quotation, providing an interpretation of the quotation and support from the memoir: “The greatest of conflicts are not between two people but between one person and himself” (15 points)
2. Read the challenge reading. Identify and analyze how author Rae Yang uses techniques commonly found in fiction to develop her factual personal narrative (15 points)
3. Using the most important notes we’ve taken this year, identify and support a theme from *Red Scarf Girl* (15 points)

**You should know:**

* You must complete the C level before the B level, the B level before the A level. Whatever you have completed by May 4 is the grade you get.
* Unless otherwise stated, responses will be given orally during class time.
* Completing a task does not automatically earn you full credit. You may earn up to the number of points indicated for *quality* work.